DOCUMENT RESUME

ED 050 642 FL 002 220

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TITLE	French II: Terminal Course. A Summer Curriculum Project.
INSTITUTION	Springfield School District, Pa.
PUB DATE	70
NOTE	20p.
EDRS PRICE	EDRS Price MF-$0.63 HC-$3.29
DESCRIPTORS	Course Content, Course Organization, *Curriculum Guides, *French, *Language Instruction, *Modern Languages, *Program Content, Secondary Schools, Teaching Guides

ABSTRACT

A two-semester terminal course in French, based on a text entitled "Cours Elementaire" by Dale and Dale, is articulated in this curriculum guide. The purpose of the course, which is designed for students who are not interested in completing a three- or four-year program, course content, general plan, and teaching strategies are examined. A plan for report periods and optional reading lists for oral reports are included. (RL)

ED050642

SPRINGFIELD SCHOOL DISTRICT
Springfield, Pennsylvania 19064

FRENCH II

TERMINAL COURSE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FL002220

A SUMMER CURRICULUM PROJECT
JUNE 29 - JULY 24
1970

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INTRODUCTION

"The study of foreign languages should be left to those who wish to make a profession or an avocation of it, in the same manner as the study of the piano, or draftsmanship. There is no need to burden a million students with the drudgery of multiple language synonyms if only one in 10,000 is likely to wish to continue professionally the pursuit of that particular language. Let this wasted time be used to give the class a much needed knowledge of foreign literature and foreign people..... To appreciate the really fine points of literature, the particular grace and beauty of a writer or the subtlety of his idiomatic expression, it takes many, many years of reading in the language.....There are liteary specialists in the field who have spent a lifetime rendering these foreign words into our tongue, and these translators are capable of unraveling the intrinsic beauty of the foreign masterpieces in all their grandeur. The only thing the students in our language classes seem to acquire is a deep chagrin at their incapacity, or else a thoroughgoing indifference to what is offered to them as foreign literature." [1]

The foregoing excerpts from the book by Dr. Runes give a view of this problem of language teaching in the high school, especially a course which is followed by students simply for the purpose of meeting college entrance requirements. For this group, certainly a terminal two-year course would obviate some of the "chagrin" and the frustrations of the usual three- and four-year sequences. Thus, we suggest herein a possible solution for the problem by changing the second year of the present French course into a terminal year for those who elect to follow this curriculum. This curriculum will be evaluated in summer 1971 for final revisions. At that time, a complete two-year terminal French curriculum will be prepared.

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1 Runes, Dagobert D., Ph.D., Letters to my Teacher, Philosophical Library, New York, 1961.

PREFACE

The following plans for each semester and report period are to be used as a guide by the teacher.

If less material can be covered in a given length of time, the teacher may omit one or more parts suggested for that week or report period. These omissions may be fitted into the program as soon thereafter as time permits, in the indicated chronological sequence.

On the other hand, if more material can be used, the teacher may borrow from the subsequent areas, using portions of the material which may be suitable for the class at that point.

It is essential that the basic text (COURS ELEMENTAIRE, by Dale & Dale) be used regularly; it is important that the graded readers be used as a variation from the basic text; it is desirable that the supplementary materials (i.e., LE FRANÇAIS EN SOURIANT, VOIX ET IMAGES DE FRANCE) be utilized to their best advantage.

I. PURPOSE

A. First Semester

1. To refresh student's memory of material covered in first year; to reteach difficult material and concepts not previously understood.

2. To augment student's vocabulary.

3. To advance student's comprehension.

4. To increase student's reading ability.

5. To present France - its people, language, geography, history, civilization, culture, etc., as sentient in our times.

6. To make attractive and challenging this second year of language study.

B. Second Semester

1. To introduce and teach new structures, verbs, grammar, usage, etc.

2. To augment student's vocabulary.

3. To advance student's comprehension.

4. To increase student's reading ability.

5. To enliven the study of contemporary French civilization.

6. To quicken an interest in French literature in translation or in the original where possible.

II. CONTENT

A. First Semester

1. Text and Related Material

   a. Cours Elémentaire de Français, third edition by Dale & Dale, parts I, II, and III.
   b. Teacher's Manual and Key.
   c. Testing tape and booklet

A. First Semester (Continued)

2. Readers and Other Books

a. Beginning Readings in French, by E. E. Milligan
b. Petits Contes de France, by Méras and Roth
c. Le Français en Souriant, by Fourré
d. Graded Readers, by Bond

3. Tapes and filmstrips for Voix et Images de France

4. Commercial films

5. Slides (teachers' and commercial)

6. Maps, posters, bulletin board displays and materials, French newspapers and magazines

7. Songs, Christmas carols, etc.

B. Second Semester

1. Text and Related Materials

a. Cours Elémentaire de Français, part IV
b. Teacher's manual and key
c. Testing tape and booklet

2. Readers and Other Books

a. Beginning Readers in French
b. Petits Contes de France
c. Le Français en Souriant-2
d. Graded Readers
e. Assorted Chilton Readers
f. Le Voyage de M. Perrichon, by Labiche and Martin
g. Mots Croisés (crossword puzzles), by Michel Houdry

III. GENERAL PLAN

A. First Semester

1. Review Dale & Dale Cours Elémentaire to P. 286 (Lesson 33)

a. Review two lessons per week
b. Emphasis on spelling, vocabulary, reading, verbs

A. First Semester (Continued)

c. Use supplementary readings for culture, etc.
d. Use review, page 286-296 for mid-year examination

2. Simultaneously, start other readings

a. Petits Contes de France
b. Beginning Readings in French
c. Heath Graded Readers (Premiere Etape and Alternate)

3. For change of pace, use Le Français en Souriant - 1 about 15 or 20 minutes, once a week

4. Voix et Images de France (tapes and filmstrips)

a. Review earlier lessons
b. Continue to approximately lesson 23
c. Use this material for vocabulary and situations ONLY

5. Make use of new LMC (when available) with commercial tapes and prepared vocabulary, materials, etc.

6. Elementary (commercial) films when available

B. Second Semester

1. Dale & Dale Cours Elémentaire, part IV (lessons 34-43)

a. Two lessons each three weeks (about four lessons per report period). (Finish book approximately middle of last report period.)
b. Review for final examination, use page 383 as part of final

2. Continue readings

a. Readers used in first semester
b. Play (Voyage de M.Perrichon)

3. Cultural readings

a. Getting to Know France
b. Magazines, newspapers, other materials

4. Voix et Images de France

B. Second Semester (Continued)

5. Use LMC if available

6. Oral reports (suggested books listed at end). This is teacher's option; reports in English on books in SHS library.

IV. SUGGESTED USE OF DALE & DALE TEXTBOOK (COURS ELEMENTAIRE)

A. First Semester (Review and reteach where needed, parts I, II, III)

1. Pronunciation (also rhythm and intonation)

a. Sounds, key words, exercises
b. Also use appendix, pages 428-430

2. Dictée (for spelling, accents, punctuation)

a. Material studied for this purpose
b. Familiar material, not prepared for this purpose

3. Vocabulary and idiomatic expressions

a. For meaning and spelling
b. For derivation and word families, where possible

4. Geography and culture

a. Sections on geography (pp. 53, 68, 84, 123)
b. Readings - pp. 177, 197, 251, 259, 268
c. Supplementary materials for class use, maps, etc.

5. Grammar and verbs

a. Grammar sequence in each lesson covered

Note 1 - Dale & Dale Reference Table (P. xv) gives complete grammar sequence, etc.

Note 2 - Teacher may wish to use Heath Graded Readers in place of Beginning Readings in French

Note 3 - It is advisable that the students have homework, written exercises, as often as possible. Assignments need not be long, but should be gone over in class and checked by teacher.

5. Grammar and verbs (Continued)

   b. Verbs
      b-1 -er; affirmative, negative, interrogative; present tense
      b-2 Irregular forms and orthographic changing (avoir, aller, être, préférer, pouvoir, faire, manger, mettre, voir, recevoir, prendre, dire; also reflexive forms and impersonal verbs, lire, savoir, etc.)
      b-3 Second and third conjugations
      b-4 Other tenses: future, imperfect, passé composé, conditional

6. Readings

   a. In each lesson; for meaning and some pronunciation
   b. Supplementary (see 4, above), also pages 141, 157, 188, 214, 231, 284, 290-296

7. Review

   a. Part I - lessons 1-11, page 85
   b. Part III - lessons 12-21, page 173
   c. Part III - lessons 22-27, page 232
   d. Part III - lessons 28-33, page 284

8. Testing

   a. Weekly (or more often, as needed) quiz; approximately 6 to 8 per report period
      a-1 Dictée
      a-2 Vocabulary and expressions
      a-3 Comprehension, with emphasis on written rather than oral
      a-4 Grammar, with some translation
   b. Major test - one per report period[2]
      b-1 Use review lessons in book and Dale & Dale tapes
      b-2 Include questions on readers
      b-3 Include questions on cultural materials
   c. Mid-year examination - a comprehensive exam on all work of the semester

9. Homework - as often as possible, using Dale & Dale exercises as well as questions in readers

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2 First report period - lessons 1-16)
Second report period - lessons 17-25) suggested
Third report period - lessons 26-33)

IV. SUGGESTED USE OF DALE & DALE TEXTBOOK (COURS ELEMENTAIRE) (Continued)

B. Second Semester - Teach Part IV

1. Pronunciation - review of basic sounds and oral reading of daily materials, as often as indicated (see 6, below)

2. Dictée

   a. Unprepared textbook material
   b. Other materials at same level

3. Vocabulary and expressions (emploi de mots)

   a. Textbook and supplementary lessons
   b. Readers, and other sources which are applicable

4. Culture, civilization, geography

   a. Textbook and classroom materials
   b. Oral reports (see 7, below)

5. Grammar and verbs

   a. Grammar sequence in each lesson
   b. Verbs - additional tenses and irregular forms
   c. Use duplicated forms for verb outlines as soon as class is ready for this

6. Readings (see 1, above)

   a. In each lesson
   b. Optional and supplementary - pages 303, 313, 329, 336, 345, 363, 380

7. Oral reports (teacher's option; possibly 2 or 3 students per week)

   a. Use books in SHS library, lists attached
   b. Approved books and magazines from other sources

8. Read (and act, if class responds to this) play, Voyage de M. Perrichon

9. Review

   a. Part IV - lessons 34-43 - page 383
   b. Use review books, such as Amsco, etc.

B. Second Semester - Teach Part IV (Continued)

10. Testing

a. Weekly quiz (see first semester)
b. Major tests (see first semester)[3/]
c. Final examination - comprehensive exam on year's work

V. PLAN FOR REPORT PERIODS

A. First Semester - First Report Period

Step 1 - a. Dale & Dale - introductory lessons 1-2-3
Emphasis on basic sounds and vocabulary
Quiz on these three lessons

Step 2 - a. Dale & Dale - introductory lessons 4 and 5
Emphasis on basic sounds and vocabulary
Review introductory materials
Exercises pp. 29 and 30; vocabulary p. 37, dictée
Test on these five lessons

Step 3 - a. Dale & Dale - lessons 6-7-8-9
Six and eight used for vocabulary only; seven and nine thorough (grammar, etc.)
Teach geography #1 - p. 53

b. Petits Contes de France - 1-2-3 (to p. 19) read and translate as necessary; use questions in back of book
Test on D&D and on reader

Step 4 - a. Dale & Dale - lessons 10 and 11 (10 for vocabulary; 11 thorough)
Teach geography #2 and 3 - pp. 68 and 84
Review and test on lessons 1-11 (pp. 85-88)

b. Le Français en Souriant - I - parts 1-2-3 (to p. 28)

c. Beginning Reading in French - one story (p. 1-3)
Read and translate as necessary, vocabulary, questions

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3 Fourth report period - lessons 34-37)
Fifth report period - lessons 38-41) suggested
Sixth report period - lessons 42-43)

A. First Semester - First Report Period (Continued)

Step 5 - a. Dale & Dale - lessons 12-13-14-15 (12 and 14 for vocabulary only; 13 and 15 thorough) (grammar, verbs, etc.)

b. Petits Contes de France - lessons 4-5-6 (to p. 29)

Step 6 - a. Dale & Dale - lessons 16 and 17 (16 for vocabulary; 17 thorough)
Readings pp. 141-142
Review and major test

b. Le Français en Souriant - parts 4-5-6 (to p. 36)

c. Beginning Reading in French - stories #2 and #3 (p. 12)

B. First Semester - Second Report Period

Step 1 - a. Dale & Dale - lessons 18 and 19 (18 for vocabulary; 19 thorough)

b. Petits Contes de France - #7-8-9 (to p. 42)

c. Voix et Images - review lessons 1-3 (for situation and vocabulary only)

Step 2 - a. Dale & Dale - lessons 20 and 21 (20 for vocabulary; 21 thorough)

b. Beginning Readings - stories #4 and #5 (p. 19)

c. Voix et Images - review lessons 4 and 5

Step 3 - a. Dale & Dale - review lessons 18-21 and test (use pp. 173-176)
Readings - p. 177-178

b. Le Français en Souriant - parts 7-8-9 (to p. 47)

c. Voix et Images - review lessons 6 and 7

Step 5 - a. Dale & Dale - lessons 24 and 25 (24 for vocabulary; 25 thorough)
Readings - p. 214

b. Beginning Readings - stories #6 and #7 (p. 30)

c. Voix et Images - review lessons 10 and 11

B. First Semester - Second Report Period (Continued)

Step 6 - a. Dale & Dale - lessons 26 and 27 (26 for vocabulary; 27 thorough)
Review lessons 22-27 (p. 232 and 234)
Major test

b. Le Français en Souriant - parts 10-11-12 (to p. 59)

c. Voix et Images - review lessons 12 and 13

C. First Semester - Third Report Period

Step 1 - a. Dale & Dale - lessons 28 and 29 (28 for vocabulary; 29 thorough)
Reading - p. 251

b. Petits Contes - #13-14-15-16 (to p. 89)

c. Voix et Images - review lessons 14 and 15

Step 2 - a. Dale & Dale - lessons 30 and 31 (30 for vocabulary; 31 thorough)
Readings - pp. 259 and 268-269

b. Beginning Readings - stories #8 and #9 (to p. 45)

c. Voix et Images - review lessons 16 and 17

Step 3 - a. Dale & Dale - lessons 32 and 33 (32 for vocabulary; 33 thorough)

b. Petits Contes - #17-18-19 (to p. 113)

c. Le Français en Souriant - parts 13-14-15 (to p. 85)

d. Voix et Images - lessons 18 and 19 (new material)
As in review lessons, use for vocabulary and situations only

Step 4 - a. Dale & Dale - review lessons 28-33 (pp. 286-289)
Major test

b. Petits Contes - #20-21-22 (to p. 126)

c. Voix et Images - lessons 20 and 21

C. First Semester - Third Report Period (Continued)

Step 5 - a. Dale & Dale - readings pp. 284-285 and 290-296

b. Beginning Readings - stories #10 and 11 (to p. 52)

c. Voix et Images - lessons 22 and 23

Step 6 - a. Dale & Dale - review parts I-II-III for mid-year exam (cover semester's work)

b. Le Français en Souriant - parts 16 and 17 (to end, p. 107)

c. Dale & Dale - parts I-II-III and readers
Mid-year exam

D. Second Semester - First Report Period

Step 1 - a. Dale & Dale - start new material - lesson 34
Emphasis on story and vocabulary; supplementary pp. 302-303

b. Beginning Readings - story #12 (to p. 58)

Step 2 - a. Dale & Dale - lesson 35 - new grammar and verbs
Supplementary reading - p. 313

b. Voix et Images - lesson 24

Step 3 - a. Getting to Know France - units 1 and 2 and exercises (to p. 81)

b. Beginning Readings - story #13 (to p. 67)

c. Le Français en Souriant - II - parts 1-4 (to p. 24)

Step 4 - a. Dale & Dale - lesson 36 - story and vocabulary; use vocabulary exercises - p. 319

b. Beginning Readings - story #14 (to p. 85)

c. Mots Croisés - optional, if time permits

Step 5 - a. Dale & Dale - lesson 37 - new grammar and verbs
Supplementary reading - p. 329-330

b. Beginning Readings - story #15 (to p. 90)

D. Second Semester - First Report Period (Continued)

Step 6 - a. Review lessons 34-37 and readings
Major test

b. Getting to Know France - unit 3 and exercises (to p. 129)

c. Le Français en Souriant - II - parts 5-10 (to p. 52)

E. Second Semester - Second Report Period

Step 1 - a. Dale & Dale - lesson 38 - story and vocabulary

b. Le Français en Souriant - II - part 11 (first half to p. 73)

c. Voyage de M. Perrichon - introduction and personages.
Read Act I; translate as necessary
Play may be acted out in class with or without books, depending on class

Step 2 - a. Dale & Dale - lesson 39 - poem, new grammar and verbs (especially pp. 342-344)
Supplementary reading - p. 345-346

b. Beginning Readings - story #16 (to p. 98)

Step 3 - a. Voyage de M. Perrichon - Act II

b. Getting to Know France - unit 4 and exercises (to p. 208)

c. Beginning Readings - stories #17 and 18 (to p. 112)

Step 4 - a. Dale & Dale - lesson 40 - story and vocabulary

b. Le Français en Souriant - II - part 11 (to p. 90)

c. Voix et Images - lesson 25

Step 5 - a. Dale & Dale - lesson 41 - poem, grammar, verbs
Supplementary reading pp. 363-364

b. Beginning Readings - stories #19 and 20 (to p. 141)

c. Voix et Images - lesson 26

E. Second Semester - Second Report Period (Continued)

Step 6 - a. Voyage de M. Perrichon - Act III

b. Dale & Dale - review lessons 38-41 and other readings for major test

F. Second Semester - Third Report Period

Step 1 - a. Dale & Dale - lesson 42 - story and vocabulary

b. Beginning Readings - story #21 (to p. 150)

c. Voyage de M. Perrichon - Act IV

d. Mots Croisés

Step 2 - a. Dale & Dale - review Parts I and II
Use revisions (pp. 85-88 and pp. 173-176

b. Le Français en Souriant - II - pp. 91-98 (to end)

c. Voix et Images - lesson 27

Step 3 - a. Dale & Dale - lesson 43 - poem, grammar, verbs (exercises pp. 377-379)

b. Beginning Readings - story #22 (to p. 157)

c. Mots Croisés

Step 4 - a. Dale & Dale - review Part III
Use revisions (pp. 232-234 and pp. 286-289)
Supplementary readings - pp. 395-403

b. Beginning Readings - stories #23 and 24 (to p. 189)

Step 5 - a. Dale & Dale - review Part IV (lessons 34-39)
Exercises in each lesson
Start revision p. 383
Prepare for final examination

b. Voix et Images - lesson 28

Step 6 - a. Dale & Dale - review Part IV (lessons 40-43)
Exercises in each lesson
Continue revision to p. 386
Prepare for final examination - Dale & Dale, Readers, other other texts

VI. OPTIONAL READING LISTS FOR ORAL REPORTS (At Teacher's Discretion)

A. List 1

Aldington, Richard	France: A Book of Photographs
Barry, Joseph	France
Boschmans, R.	Provence
Brink, Carol	Chateau Saint Barnabe
Brogan, W.	France
Carr, John Lawrence	Life in France Under Louis XIV
Clement, Marguerite	In France
Duby, Georges	A History of French Civilization
Evans, Emyr Estyn	France: An Introductory Geography
Houghton, Leighton	In the Steps of St. Joan of Arc
Glyn, A.	The Seine
Kloth	Moselle
Levron, Jacques	Daily Life at Versailles in the 17th and 18th Centuries
Lucas, E. V.	A Wanderer in Paris
Ogrizek, Dore	France
Payne, Robert	The Splendor of France
Robiquet, Jean	Daily Life in France Under Napoleon
Robiquet, Jean	Daily Life in France...The French Revolution
Schneider	Alsace
Shirley, Andrew	South from Toulouse
Stevenson, Robert Louis	An Inland Voyage and Travels with a Donkey
Rene-Jacques	Bretagne
"	Paris
"	Paris La Nuit
"	La Cote d'Azur
"	Les Chateaux de la Loire

B. List 2

Aron, Robert	France Reborn: The History of the Liberation
Behrens, C.	The Ancien Regime
Blassingame, Wyatt	The French Foreign Legion
Carlyle, Thomas	The French Revolution
Chiari, Joseph	Corsica: Columbus's Isle
Davey, Elizabeth	France in Crisis
Dawson, Philip	The French Revolution
Flanner, Janet	Paris Journal
Fisher, John	Six Summers in Paris, 1789-1794
Fowler, Kenneth	The Age of Plantagenet and Valois
Gagnon, Paul A.	France Since 1789
Guérard, A. L.	France: A Short History
Huebener, Theodore	La Douce France: An Introduction to France and its People

VI. OPTIONAL READING LISTS FOR ORAL REPORTS (Continued)

B. List 2 (continued)

Isenberg, Irwin	France Under DeGaulle
Mauriac, Francois	De Gaulle
Romier, Lucien	A History of France
Schechter, Betty	The Dreyfus Affair
Sedillot, Rene	Outline of French History
Spencer, Philip	Song in the Streets
Sydenham, M.	The French Revolution
Thompson, J. M.	The French Revolution
Werth, Alexander	France, 1940-1955
Wilkinson, Burke	Cardinal in Armor

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